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ABSTRACT

The goal of the American Association of Community and Junior Colleges' Beacon Colleges Initiative is to disseminate information about exemplary collaborative programs and services. In Oregon, Chemeketa Community College is the Beacon College which has been working in association with five other community colleges in the state to build community beyond the campus by collaborating with employers and agencies to help high-risk students succeed. This guide, designed as a resource for those wishing to initiate collaborative projects of their own, presents an overview of efforts undertaken by the Oregon consortium. In section I, six "Beacon Briefs" are presented, offering background information on key concepts, services, or issues related to programs for high-risk community college students. Section II consists of charts of each college's collaborative projects with agencies or employers, listing major activities, contact people, the external partners involved, the source of funding, and the target population. A glossary of organizational and educational acronyms is also provided. In section III, 31 brief annotations are offered of model projects and resource documents, including: (1) Adult and Family Services Self-Sufficiency Center; (2) Alternative High School; (3) Dislocated Worker Project; (4) Dropout Recovery Project; (5) Early Childhood Education On-the-Job Training; (6) English as a Second Language; (7) Even Start Family Literacy; (8) "Improving Children's Welfare: Learning from Iowa"; (9) Job Placement Resource Center; and (10) Migrant Even Start. Each annotation includes a contact person and address. (JSP)

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Collaborating

to Help High Risk Students Succeed

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An AACJC/Kellogg Beacon College Project

BeaconGuide

Collaborating

to Help High Risk Students Succeed

An AACJC Beacon College Project Funded by the W.K. Kellogg Foundation
"Building Partnerships with Employers and Agencies
to Help High Risk Students Succeed"
A collaboration of Blue Mountain Community College, Chemeketa Community College,
Clackamas Community College, Lane Community College, Mt. Hood Community College,
and Rogue Community College.

Published at Chemeketa Community College
Salem, Oregon
June, 1992

Collaborating

to Help High-Risk Students Succeed

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Acknowledgements

This guide, *Collaborating to Help High-Risk Students Succeed*, is published under the auspices of the Beacon Project in Oregon and Chemeketa Community College, Salem, Oregon. Faculty and staff at Chemeketa, as well as at our partner colleges, Blue Mountain, Clackamas, Lane, Mt. Hood, and Rogue have provided insight into innovative projects and have shared their expertise at helping high-risk students succeed. Generous funding by the W.K. Kellogg Foundation, awarded through the American Association of Community and Junior Colleges as a "Beacon" grant, has provided the means to gather and document this information for publication. Technical expertise in visual communication and word processing has given the guide its form. At each of the six colleges and the agencies and businesses of our collaborative partners there are many individuals who quietly go about making a positive difference in people's lives. This guide is dedicated to them.

Dawn Marges
Beacon Project Director

Chris Neilsen
Beacon Project Coordinator

Preface

The AACJC/Beacon Colleges Initiative relates directly to the AACJC Commission on the Future of the Community College report, *Building Communities: A Vision For a New Century*. With generous funding from the W.K. Kellogg Foundation, the goal of the AACJC Beacon Initiative is to help community, technical, and junior colleges across the country implement recommendations within the Futures Commission report. The Beacon College concept requires that a consortium be formed with five to ten associate colleges, to focus on one of the *Building Communities* goals, and by disseminating information about exemplary programs and services create a multiplier effect.

In Oregon, Chemeketa Community College is the Beacon College. Working in association with Blue Mountain Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College, the Beacon Project focus is to build community beyond the campus by collaborating with employers and agencies to help high-risk students succeed. Under the Beacon Project umbrella, many individual projects are carried out collaboratively at each college with the goal of providing seamless service to students as they access both college and agency services, and as they move into contact with employers. From the time of contact with the college or partner agency until they fulfill their educational and/or employment goals services are offered and projects are structured to enhance the probability of success among high-risk students.

The purpose of this guide is to bring to you an overview of the projects which exist in these six Oregon community colleges, and to provide information which may allow you to adapt to your own situation the best of what has been learned during the Beacon Project.

Within this guide, you will find **Section I, Beacon Briefs,** devoted to providing background information on key concepts, services, or issues in programs for high-risk community college students. In **Section II, Collaborative Projects**, you will find a college-by-college listing of programs or projects which are the result of collaboration with agencies or employers. For each there is a contact person should you wish to call for further information. To assist you, a glossary of acronyms is provided. In **Section III, Project Annotations,** you will find a lengthier description of model projects and written documents. This section contains a chart indicating which services each project provides and each written document focuses on. Again, contact people are listed should you wish further information.

The Beacon Project in Oregon
Consortium Members

Should you wish further general information, please feel free to contact the Beacon Project Director or any of the associate college directors.

Blue Mountain Community College
2411 Northwest Carden Avenue
PO Box 100
Pendleton, OR 97801
Contact: Pat Amsberry, Director of Basic Skills Department
(503) 276-1260

Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070
Contact: Dawn Marges, **Beacon Project Director,**
Director of Child, Family, and Work Department
(503) 399-5271

Clackamas Community College
19600 South Molalla
Oregon City, OR 97045
Contact: Kim Faddis, Assistant to the Dean of Instruction
(503) 657-6958, ext. 2453

Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
Contact: Sandra Ing, Director of Student Health
(503) 747-4501, ext. 2665

Mt. Hood Community College
26000 Southeast Stark Street
Gresham, OR 97030
Contact: Stephanie Sussman, Director of Maywood Park and Centennial Centers
(503) 256-3430
Maywood Park Center
10100 Northeast Prescott
Portland, OR 97220

Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527
Contact: Tenison Haley, Director of Student and Community Services
(503) 479-5541
Lee Merritt, Director of Skills Center and Job Training
(503) 479-5541

BeaconGuide

Background Briefs

BeaconBrief

Oregon Beacon Colleges Offer a Functional Definition of the "High-Risk" Student

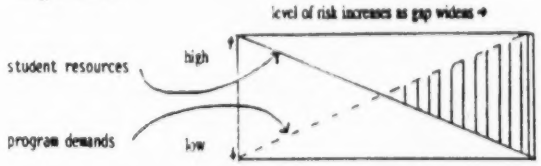
High-risk students have traditionally been identified by observable characteristics: non-English-speaking, handicapped, minority; by descriptors of their condition: displaced homemaker, dislocated worker; or by their status within the academic institution: students on financial aid probation, students with low basic skills. These "high-risk" students have been seen as less likely to achieve their educational goals. Yet these demographic or descriptive factors are not predictive of who is really high risk in performance on an individual basis.

A functional definition which looks at "high-risk" as describing a relationship between the resources a student brings to the educational experience and the demands the educational program makes on the student is more useful. Resources and demands are factors of degree. One is not either resourceful or not resourceful. One's program is not either demanding or not demanding.

Two non-English-speaking students by demographic delineation would be part of the same high-risk category. Yet, despite this outward similarity, they are in fact very different in the resources they could bring to an educational opportunity. One may have completed little schooling in his or her country of origin, have little motivation to attend school, have suffered years of trauma in fleeing the native country, have no predictable income, and have young children to support. That student at this time is low in resources to bring to a community college program. The other student, though non-English-speaking, speaks three languages, was well educated in the native country, and has a partner with a steady income. This student has more resources to bring to his or her educational program. Because of differences such as these, looking at degrees of resources the student brings to the college program rather than a static demographic factor is more instructive when planning for high-risk students.

Viewing the demands on the student in degrees is also more useful. Student One may enter a two-year college's regular academic program. This student may encounter a set pace for instruction; must deal with a teaching style that may not match his or her own learning style; will probably need to seek out on his or her own whatever help is needed. Student Two enters a pre-vocational program. The demands of the program are individualized. The student is mentored. Information is given about learning style and adjustments are made. In these hypothetical examples, there is a difference in the demands made on each student.

"High-risk" is not a static label that a student wears or doesn't wear. It is a dynamic concept. As the diagram indicates, when resources do not meet or exceed demands, any student, whether traditional or nontraditional, may be "high-risk."



Understanding "high-risk" as a gap between demands and resources helps us know better how to plan for student success with all students.

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Oregon Beacon Colleges Offer Rationale for Serving "High-Risk" Students

The mission of the community college has long been inclusive. Yet, despite this, programs targeted at special populations have a tenuous existence. Their students are often at the fringe of college life. Program retention is a constant question. This is not as it should be because the true economics of inviting those termed "high-risk" back into the mainstream of the college and providing the climate and support to enable them to be successful are unarguable. Consider:

- The workforce issues that will be upon us in this decade mandate that we must train previously unsuccessful members of our society, that we must remove barriers for those who have been held back from success by obstacles of circumstance. The workplace and employers will demand this of us. By the year 2000, they are facing a decline of eight percent in the number of young workers. For new hires they must turn to minorities, immigrants, people with limited literacy or basic skills, women, and older workers—the "New Workforce." (Hudson Institute, *Wall Street Journal*)
- Every student who through successful training becomes employed contributes to our tax structure through state and federal income tax and contributes to our local economy through increased spending. These dollars remain in local businesses and research shows turn over at least three times.
- The "Oregon Benchmarks" identifies workforce adaptability as a lead goal on the short list of priorities for the next five years. If we are to contribute to the success story in Oregon, we must provide programs to serve displaced workers. In addition, the "Benchmarks" focus on literacy and post-secondary training and apprenticeship programs. We must help high-risk students succeed if these goals are to become real.
- The relationship of lack of work to problems of low self-esteem, substance abuse, involvement with crime, and domestic violence can be documented. The cost of incarceration at MacLaren School is over $3,500 per month. The cost of treatment at Oregon State Hospital ranges from $4,300 per month to $8,700 per month. Bringing high-risk students into school, keeping them there, and training them to be employable is a far less expensive alternative.
- Every parent that can become successful provides a role model for children who otherwise might not have had that. If the cycle of poverty which now impacts 20 percent of Oregon's children is to be interrupted, we must reach parents and provide programs that will allow them to be successful.
- While we may identify certain targeted populations as high-risk on the community college campus, research indicates that the needs of this student group do not vary significantly from those of traditional community college students. Those strategies we would implement to serve our targeted populations will serve our entire population. Better tracking, better bonding with the institution, better teaching will benefit each student.
- If we continue to express our belief in education as a way to bring about change, we must make good on that by involving the community college in providing the opportunity to change to those who are not our traditional students—those members of our society who are out of the mainstream because of language, background, disability, workplace changes, or any of a variety of factors.

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Oregon Beacon Colleges Focus on Assessment, Tracking, and Case Management With High-Risk Students

At the winter quarterly meeting of the Oregon Beacon College Consortium, information was shared about assessment, tracking, and case management with high-risk students. The six colleges participating in this project, **Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College** are all committed to a vision of seamless service for high-risk students.

This goal is born out of knowledge that high-risk students who come to the community college may encounter a patchwork configuration of service delivery. In order to see that students' needs are met and that, as they set their programs in motion, there is a co-ordinated response, discussion has turned to case management and the components that comprise it, assessment and tracking.

In addition, because many of the projects which serve high risk students are collaboratively carried out with social service agencies, their long-standing focus on case management has been a driving force in addressing the ways to provide seamless service.

In the course of discussions, member colleges shared promising practices, challenges, and information from their campuses.

Chemeketa Presents Joint-Staffing Model

Contact: Sandy Nelson, (503) 399-6075.

Chemeketa presented a packet of information from Like Skills, Counseling, ABE/GED, and ESL. The process of joint staffing with student, college, and agency staff was discussed. Joint staffings are an integral feature of the Life Skills program. In the joint staffing, student needs and resources as well as college and agency resources, are discussed. Out of the joint staffing comes a signed off case-management plan which identifies student goals and commitments made by each partner to actions they will take to support the outcome. Sandy discussed the change that has occurred as off-campus agencies move from reluctant participants to comfortable partners; and the help that coming on-campus has been in allowing them to see the options that will benefit students. The forms which facilitate this process were presented.

Also discussed was the way Chemeketa has been able to determine the cost of slots in the Life Skills program in order to be reimbursed by outside agencies wanting to place clients.

Clackamas Discusses Title III Research

Contact: Barbara Allen, (503) 657-6958.

Clackamas presented information gained from the research they have done in tracking students under a Title III grant. They have found that demographic variables are not predictive of a difficult or successful transition into community college. Level of resourcefulness is the more critical factor. This includes such things as family support, previous family experience in college, financial or emotional factors, as well as demands on the student.

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The two things that keep students in school are: 1) an educational goal and 2) institutional identification, which usually begins with a bond with an individual staff person. In order to achieve these two critical factors Clackamas puts student phone numbers on the enrollment rosters in order to make it easy for instructors to follow up with students if they are missing from class. Clackamas also includes all program advisors in new student orientations to help students identify with them and know how to get ahold of them, as well as to sign off on registration forms. As more of the responsibility for advising students has shifted to instructors, they have reported liking more involvement with students. The advising/goal-setting process has become more meaningful. The tracking process involves rosters which are sent to instructors to indicate attendance and progress. Reports are sent to a staff person who has an investment in the student's success and will follow up. That seemed a more successful case-management strategy than a general follow up by the counseling department. Instructors are seeing that they can make a difference with students by participating in the tracking process.

Mt. Hood Gives Overview of Self-Sufficiency Plan

Contact: Stephanie Sussman, (503) 256-3430.

Mt. Hood reported on the YESS program. A self-sufficiency plan is used to assess the student's needs. It then forms the basis for tracking. The self-sufficiency form is used for discussion between staff and the student. If the student is able, they fill out the form. Then, at subsequent meetings, progress toward goals can be evaluated and barriers discussed.

The Career Packet was also discussed. This provides a format for tracking individual progress toward employment readiness.

Information on individual assessments and the tracking/case management process was also presented.

Rogue Presents In-depth Assessment Process

Contact: Judy Smith, (503) 479-5541.

Rogue reported on the assessment process in their Skills Center. An extensive interview format is used. In the course of the interview, student strengths, needs, and goals are established. The interview can lead to social services if needed or advocacy. Those students whose goals are clear continue into the appropriate program. There is staff support available to continue working with those whose goals are not clear or are not yet self-sufficient enough to move into an instructional, vocational, or pre-vocational program. The format used to conduct the assessment interview was presented to the group.

Conclusion

In concluding the discussion, participants affirmed the need to see students as individuals; assess to get a clear picture of their strengths, needs, and goals; track their progress so that barriers that occur can be dealt with and appropriate interventions provided. They stressed the importance of clearly spelling out in the student plan the person responsible for each piece and the person with the case management responsibility. Each college affirmed their desire to see that services to students are provided in a co-ordinated way.

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Oregon Beacon Colleges Focus on Job Placement With High-Risk Students

When Oregon's Beacon Colleges, **Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College** met, the topic was job placement with high-risk students. Mt. Hood Community College showcased their exemplary job placement program.

Mt. Hood Community College, *Maywood Park Center Annex*, 4510 NE 102nd, Portland, Oregon 97220

Dani Kelley (503 252-0758), Placement Supervisor, Steps to Success East
Wayne Werbel (503 252-0758), Program Coordinator, Dislocated Worker Project

Wayne and Dani presented information on placement of dislocated workers and Steps to Success (JOBS) students. Representatives from various agencies working with placement, such as Adult and Family Services, Private Industry Council, the Employment Division, and a labor representative, are housed in the same location by subcontracting for their services. This model of service is in contrast to those programs where students are sent off site to the Job Council or the Employment Division to do their job search. It was acknowledged that even after a successful program students are likely to be lost when they leave the familiarity of their program surroundings to complete the placement process.

The importance of Job Clubs was discussed as follow-up to programs with both populations—JOBS (welfare reform) and Dislocated Workers. The Job Club creates a camaraderie and support base for students and a structure to help them stay on track. The philosophy of the placement process is to keep motivation up so that students can find the job that is right for them—that if staff intervenes too far into the job search process a valuable component of the experience is lost for the participant.

Additional program activities were presented. Within the Dislocated Worker program, thumbnail sketches of available clients are sent regularly to a list of 1,400 employers. This keeps the Placement Center in their mind as a resource for new employees. Job rallies are held by staff. They use a bank of phones to develop job leads. Prizes are awarded. Short-term generic skill classes are offered. These are designed to give students current specialized skills which will give them a leg up in the application process. Topics such as communication in the workplace, vendor relations, customer service, and technical support are offered. In the Steps to Success program, there are also ongoing skill classes with such focus as encouraging yourself or self-talk.

The Resource Room is the heart of the Mt. Hood job placement program. It is set up to bring into one setting those things that will facilitate and motivate job search: newspapers from the Pacific Northwest; trade journals; employment division printouts; books with employment data; job search strategies; reverse directories of key people; files which give background information on area employers as well as contain current applications; a notebook with hot leads (those job requests less than one week old); computers for typing resumes and cover letters; a bank of phones—one of which may be used for long distance; a FAX for sending applications out on a short time line; stamps and envelopes; Tri-Met bus information; and a message board for those needing a check-in place. Circulating through this room are up to 200 students. Also job developers, community resource specialists, staff from the

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various agencies, and staff from the Steps to Success or Dislocated Worker classes participants have completed, are housed there. All are intent on helping students be successful. Covering the walls are photos of those students who have found work.

Mt. Hood's program clearly is a model. Representatives from the other Oregon Beacon colleges eagerly considered ways they could use ideas gained from visiting Mt. Hood's center.

Necessary components of successful placement programs for high-risk students identified in discussion among meeting participants:

- A holistic view of the client (student).
- An understanding of barrier removal.
- Being capable of inspiring trust in the client (student).
- A staff focus on encouraging the participant's motivation for job searching rather than staff doing the job searching.
- Availability of basic information: newspaper, library, file on local companies, etc.
- An ability to disseminate information—phones, FAX, stamps/envelopes.
- Coaches—technical assistance.
- Employer contacts: ongoing developmental contact with potential employers; an advisory board (Career Advancement Team); thumbnail sketches sent regularly to area employers.
- Having clients (students) bring in job leads even if they are not appropriate for them—because it contributes to a sense that jobs are out there; it gives clients a sense of control and of being able to make a contribution.
- Regularly required support groups which provide structure, a place to share leads, and networking.
- Job development by staff and clients.
- Customized training—generic transferable skills.
- Meeting ongoing learning needs as they look for work or begin to work, follow up contact, Saturday classes; e.g., "How to Deal With Difficult People," "Financial Planning," etc.
- Taped mock interviews which clients can review alone or with the group for feedback.

Successful strategies in placement with high-risk students identified in discussion among meeting participants:

- Hiring the right staff is a key part of a strong program: People who have a passion for the work, really care about people, are able to form one-on-one relationships, come from different but compatible perspectives, and who are interested in growing personally and in their work skill. A strong staff also demands strong supervision—able to lay out clear expectations and use mentoring and work plans to achieve that end and to dismiss a staff member when the fit with the program just isn't working.
- Staff that is not segregated from students by office structure or personality but able and willing to be available formally in classroom settings or informally in the resource center.
- Trust is a key in successful placement experiences. Students are bonded to the people and program they've been in. House the outside agency people on campus. An issue that may arise in doing this is the bonding that occurs between the agency staff person and the program and program staff. They may need to be encouraged or reminded of the importance of continuing to meet their agency expectations (meetings, reports, etc.) in order to not jeopardize the partnership.
- Continuity—a process that gives the student a case manager, connects them to consistent people, that gives them a place to return to or check in, that follows through with them until they feel they've accomplished their goal.
- Double ladder conceptualization of goals in working with students through the placement process. It is helpful to acknowledge the two parallel ladders they are climbing—the first is to meet their more immediate needs—the second is to meet their long-term dreams. It helps to keep their motivation going to realize that they may make short-term decisions that they wouldn't want to stick with forever (e.g., a certain job), but that it may resolve immediate needs and will not stop them from continuing to climb the second ladder.
- Students (clients) who don't get close to a job in 60 days are red-flagged by placement staff. Staff meets three times per week and will discuss barriers red-flagged people may be experiencing and plan ways to remove them. The client's case manager may seek information from employers who have interviewed the person and use that information to coach the person on their performance. This forum also allows staff to be honest about people they're having difficulty working with, to suggest why that may be happening, and who might work better with that person.

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Oregon Beacon Colleges Focus on Mainstreaming High-Risk Students

Mainstreaming high-risk students from targeted programs was the focus of discussion when Oregon Beacon Colleges, **Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College,** convened at Chemeketa Community College. Programs targeted at nontraditional student populations, for instance dislocated workers, displaced homemakers, or welfare recipients, are typically grant funded. A loose attachment to the institution and funding fluctuations may make existence of the program from year to year uncertain. Targeted program students are often isolated, sometimes physically, in buildings away from the central campus or by programs that are entirely self-contained. Chemeketa Community College staff discussed a different model of service—one in which students from targeted programs use campus-wide services such as counseling and job placement and participate in regular instructional programs.

The mainstreaming model at Chemeketa has resulted from the articulation of an institutional value to serve a broad range of learners and to see all students as "our students." The college is continuing to develop the infrastructure necessary to support the level of student integration that mainstreaming requires. Systems necessary to provide tracking are being expanded. Training and organizational development are supporting college staff as they move in this direction.

Chemeketa staff members spoke with consortium members about particular aspects of the mainstreaming model.

Why Our College is Committed to Mainstreaming High-Risk Students

Bill Segura, President, (503) 399-5121; Jerry Berger, Vice President of Academic Services, (503) 399-5144; Gretchen Schuette, Dean—Humanities, Sciences, and Learning Assistance Division, (503) 399-5100.

Members of the Chemeketa Executive Team discussed values, operational style, and commitment to high-risk students. They spoke about valuing collaboration and vitality; seeing change as growth producing; knowing that conflict can be positive when expressed and worked through; and committing to serve students in ways that don't set them apart. When a challenge or problem exists, people are pulled together to review the issues and make recommendations. These ad hoc work groups, made up of people from throughout the college with an interest in the outcome, have provided the collaboration necessary to extend support for high-risk students beyond the confines of their targeted program. Broadening the definition of who the institution serves has been a positive way to develop creative tension. Out of that has come programming which is better for all students and a broader investment in the success of all students.

Organizational Development Supports Positive Change

Vicki Willis, Assistant to the President for Planning and Organizational Development, (503) 399-6036.

Vicki presented the process of organizational development that has occurred at Chemeketa. She indicated that much staff development training has occurred. Persons with special expertise have been brought in, staff members have attended conferences, and in-house training has occurred. The goal has been to develop the requisite skills for creating positive change. She

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traced the evolution of the current statement of mission and values, explaining the commitment to create a climate where innovation and new ideas are welcomed; where being in a state of change is a positive value. Vicki encouraged consortium members not to feel they must wait for an institution-wide commitment to organizational development but to know that they can impact the organizational climate in their area of responsibility now. She spoke of the development of a "critical mass" of support for a program or idea. By identifying those people who are positively inclined and building on that, one-by-one, support is created.

How to Deal With Mainstreamed Students in an Auditable Way

Lynda Warren, Business Office Manager, (503) 399-6575.

Lynda described the business office's ability to track students from targeted programs when they access campus-wide services and programs. In order to create a system to do this, the business office began with funding source reporting requirements and worked backward to create an auditable tracking process. Because the business office can provide this level of accountability, many programs are funded from multiple sources and serve a varied student population. This increases the likelihood of program stability despite funding fluctuations.

Meeting the Challenge Mainstreaming Poses to Instruction

Karleen Booth, Instructor, Clerical Technology/ Office Occupations, (503) 399-5169.

Karleen discussed the barrier removal process that has taken place in order to develop a short-term office procedures training that meets the needs of mainstreamed high-risk students. Some of the challenges posed by students are fear, low self-esteem, depression, lack of organization, and low basic skills. Positive solutions have been created to address each of these. A learning environment has been created in which students feel accepted, safe, and challenged at their level. This requires communication at all levels. Because of the demanding and intense nature of the work, staff support is crucial, as well.

Nuts and Bolts of Mainstreaming

Sandy Nelson, New Workforce Program Coordinator, (503) 399-6075; Jill Ward, Special Projects Coordinator—ABE/GED, (503) 399-8911; Gene Bolen, Director—Advising and Counseling, (503) 399-5120.

Sandy discussed the central role respect plays in a targeted program—Life Skills for Independence. A student's funding source is irrelevant in the day-to-day program reality. It is only what allows them to enroll. Sandy discussed the number of relationships that staff must maintain both on campus and off to mainstream targeted program students and the necessity for flexibility.

Jill discussed the central role communication plays when targeted program students are mainstreamed. Staff needs and concerns must be addressed so they can be effective with a new student population. Targeted program students' enthusiasm and clarity about their direction have allowed them to be role models to the general student population.

Gene discussed steps that were taken to encourage targeted program students to access services at the advising and counseling center. Introducing counselors through presentations within the program has been effective. Dealing with both the need for tracking access to services by targeted program students and the need for confidentiality has posed a challenge that the counseling department are working on resolving.

Conclusion

In concluding their discussion, Beacon College representatives affirmed the desirability of a mainstream approach when serving high-risk students. While the co-ordination and communication required are demanding, the outcomes for students and the stability for programs more than offset that.

BeaconBrief

Oregon Beacon Colleges Focus on Developing and Maintaining Collaborations to Help High-Risk Students

"Developing and Maintaining Collaborations" was the topic discussed by representatives from Oregon Beacon colleges when they met at Chemeketa Community College in January. Previous quarterly meetings of the six colleges, **Blue Mountain, Chemeketa, Clackamas, Lane, Mt. Hood, and Rogue,** have examined other topics within the overall Beacon Project focus, "Building Partnerships with Employers and Agencies to Help High-Risk Students Succeed." Model programs are shared. Promising practices are highlighted. Each college contributes to the education of the others.

Community Partners Enhance Beacon Discussion

For this meeting, college representatives were joined by collaborating partners from community agencies. Attending were staff from the Private Industry Council, local public school districts, educational service districts, the YWCA, Adult and Family Services, the Job Council, and the State Employment Division.

Each came with their own perspective and expertise in developing and maintaining collaborations. The 30 participants brought to the discussion experience in countless projects to help high-risk students succeed. Each project was a collaborative effort carried out jointly by community college/agency partnerships. Some projects were in the planning stage, like the Blue Mountain CC—**Headstart** project; or the **Parent's Fair Share** project which will be operated by Mt. Hood CC, Adult and Family Services, and the Private Industry Council. Other projects were at the implementation stage, such as the **Self-Sufficiency Center**, which is being operated by Chemeketa CC, Adult and Family Services, the Job Council, and the Employment Division. Other projects participants drew upon for discussion were well established, such as the **Dislocated Worker Program** carried out by Lane CC, SoutherN Willamette Private Industry Council, and the Oregon State Employment Division; the **Community Response Team** which Rogue CC carries out with the Job Council, and the State Employment Division; and the **Precision Manufacturing Project** which Clackamas CC carries out with the Oregon Precision Metal Fabricators Association. Finally, some projects that participants discussed had passed out of existence. The norm was for successful partnerships to have multiple projects in various stages of development.

Process for Building Partnerships Articulated

Participants articulated the process of building partnerships, or collaborations, from initiation, through development of trust, to maintaining a successful working relationship, and finally, when necessary, to dissolution. During that life-cycle, the stages of development are not linear. Issues that appear to be resolved resurface. Trust requires rebuilding after changing circumstances. The principles participants identified seem, in many ways, to be common place—respect one another, listen, operate with integrity, and find common ground. Yet, the essential relationship of these principles to successful collaborations can not be underestimated. Participants agreed that, despite the enormous energy collaborating may require, the payoffs are worth it. The energy level for the project can be upped; a broader understanding of the recipients of the service can be derived; and stabilization of services during fluctuations in funding can result.

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In examining collaborating, participants specifically commented about work that must be done, operating strategies that help, pitfalls that have been experienced, attitudes that enhance chances for success, and challenges still to be addressed.

Work that must be accomplished

- Know and articulate your own vision and your institution's vision.
- Build a supportive context for the collaborative effort.
- Empower one another.
- Find out which operating rules are real and which are not.
- Know when to say, "We won't play."
- Continually educate one another about organizational cultures, constraints, and needs.
- Acknowledge the collaborative process—where it works well, where there are difficulties.

Operating strategies that support successful collaboration

- Sit side-by-side, co-house whenever possible.
- Create an organizational structure within the collaboration which is flexible and accommodates the changes that occur.
- Take the people who will be delivering the service into those situations where they can catch the enthusiasm, understand the vision, and be part of the decisions.
- Share the burden of taking the lead with other partners; ask for help and relief; offer to share the lead or provide help.
- Form an umbrella organization that is made up of the collaborating partners and is recognized as a legal entity.
- Have as a catalyst for the project someone who is good at both internal and external networking, who is open to opportunities and ideas, has good credibility, is a good communicator, and is respectful and supportive of the other partners.

Attitudes that support successful collaboration

- Openness to new ways of doing business.
- Laying down turf risks.
- Willingness to take risks.
- Persistence.
- Understanding the organizational culture and constraints of each partner and working in a positive way to deal with them.

Pitfalls collaborations have encountered

- Assumptions that are made and acted upon.
- Words that mean one thing in one organization, and something different in another.
- Trust that must be rebuilt when turnover occurs among the collaborators.
- Past history and tactics which are intimidating.
- Dealing with a partner who is not committed to the project.
- Conflicting personalities.

Challenges yet to be met

- We need to look at change and how to most effectively deal with it; during the life of a project change is a constant.
- We need to make sure those served don't fall between the cracks; we need systems that minimize the bouncing around that may be experienced by the people we serve.
- We need to work toward a greater flow of information about those we serve among partners on a project; we need to be able to pass case management information along quickly so that the ball isn't dropped for those we serve; we need to better perceive when confidentiality is used as a smoke screen for reluctance to co-operate; we need to work for recognition and remedy on the federal level to the roadblocks created by restrictions which go beyond the intent of any commitment to confidentiality.

Conclusion

In summing up the discussions, participants highlighted the parallel between behavior that supports successful personal interactions and that which supports partnership among institutions and agencies. The absolute need for operating with clarity and integrity was stressed. The need for respecting and caring for the partner relationship was re-iterated. The exciting possibility of accomplishing more than an individual agency or institution could was often stated. And finally, participants felt the collaborative style of operating would be increasingly necessary in the future.

BeaconGuide

Collaborative Projects

Collaborative Projects

The following pages contain information about collaborative projects at each of the six Oregon Beacon colleges, Blue Mountain, Chemeketa, Clackamas, Lane, Mt. Hood, and Rogue. The tables can be used to obtain information about projects whose focus is of interest, who serve a target population you deal with, or who are funded by agencies or organizations you have an interest in. For your assistance, a glossary of institutional acronyms is provided.

In all cases, the contact people listed can give you further information. Their phone numbers are provided; or should you wish to write to them, college addresses are on p. iii.

Oregon AACJC Beacon College Project
"Building Partnerships With Employers and Agencies
To Help High-Risk Students Succeed"

Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
2+2	Design curriculum. Task analysis/inventory.	Larry O'Rourke (503) 276-1260, ext. 293	Businesses or industries needing training or skill development	Blue Mountain Community College, ESD, OEDD (Workforce funds)	9
Baker Alt. HS Program	High school completion for at-risk youth.	Patricia Amsberry (503) 276-1260, ext. 218	Baker County, ESD, JTPA	ESD, JTPA, BMCC	9
Basic Skills Education	Provide ABE, ESL, GED prep., and high school completion.	Ellsworth Mayer (503) 276-1260, ext. 243	Department of Corrections, BMCC, Office of Community College Services	Department of Corrections	11
Child Care Resource & Referral	Assist student in securing quality, stable child care.	Karen Graybeal (503) 276-1260, ext. 230	ECOAC, Great Start	.5FTE grant	1, 4, 7, 9
Co-operative Work Experience	Earn college credit for work experience related to occupational goal.	Jerry DeMoss (503) 276-1260, ext. 306 Duane DeGrofft (503) 276-1260, ext. 327	Businesses in various technical areas	Tuition, some paid positions	1, 2, 3, 4, 13, 15
ESL	Improve English skills for second language students.	Patricia Amsberry (503) 276-1260, ext. 218	JR Simplot Company	Simplot, BMCC	8
Family Support Act	Provide instruction in basic skills and life skills for AFS clients.	Wendy Samitore (503) 276-1260, ext. 354	AFS, JTPA, State Employment Division	AFS	1
State Accredited Fire Service Programs	Prepare qualified firefighters.	Bill Fenton (503) 276-1260, ext. 293	State Fire Marshal's Office, city or county fire service	Tuition, department training money	13
TALN—Technology Access for Life Needs	Provide assistive devices on the computer for handicapped people.	Cynthia Hilden (503) 276-1260, ext. 219	ESD, Department of Vocational Rehabilitation, Oregon Department of Education	Federal	3
Targeted Training	Write training units of instruction for Continental Mills.	Dale Wendt (503) 276-1260, ext. 326	Continental Mills, OEDD	Targeted Training, OEDD	2, 13
Teen Parent Child Care Center *	Provide child care for teen parents who are attempting to return to school.	Karen Graybeal (503) 276-1260, ext. 230	CSD, Community Action Program—East Central Oregon, East Central Oregon Association of Counties (JTPA), school district, Headstart, AFS, Kid's World	AFS payments, foundations, grants	9

***Further information on this program can be found in the annotations.**

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11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
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Oregon AACJC Beacon College Project
"Building Partnerships With Employers and Agencies
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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
2+2	Help students begin college professional technical program while still in high school. Students receive college credits for high school courses which are duplicates of competencies taught at Chemeketa.	Ellen Levine (503) 399-5239 Marilyn Conner (503) 399-5170 Janine Moothart (503) 399-5239	Local high schools and Teen Parent Program	Carl Perkins, Workforce 2000, Chemeketa, ESD's, misc. state/federal grants	9
Academic, Personal, Career Advising/ Counseling	One-to-one assistance for persons needing help. Qualified and certified counselors provide the service.	Counseling Center (503) 399-5120	Voc. Rehab., AFS	College and department general budget; some counselors funded through AFS New Jobs Contract	All
AFS On-Campus Self-Sufficiency Center *	Create plans with clients which move them toward self-sufficiency.	Sandy Nelson (503) 399-6075	AFS	AFS	AFS Clients
Age Appropriate Environment	Provide holistic (cognitive, affective, psychomotor) instruction to age 16-21 MR/DD students.	Ben Arthur (503) 399-3101	Salem-Keizer School District	Salem-Keizer provides instructional staff	3
Alternative High School *	Provide a structured behavior managed educational program for 16- to 21-year-old students at risk.	Tim Rogers (503) 399-5115	Salem-Keizer SD, Woodburn SD, Central SD, Gervais SD, Cascade SD, Stayton SD, Silverton SD, North Marion SD, Mt. Angel SD, Jefferson SD	School districts pay college's direct cost	9
Cascade Project *	Provide career development workshops, workplace basics, and technical skills to employees.	Jim Garaventa (503) 399-5181	Cascade Steel Rolling Mills	Cost for services rendered	13
Classes at the Salem Senior Center	Assist in maintenance of health, independence, income, self-esteem, academic growth, planning for the last third of their lives.	Joan Galbraith (503) 399-5135 Donna Shewey or Debra Craiger (503) 588-6303	City of Salem	State reimbursed for classes, tuitions, city funds, and in-kind	12

*Further information on this program can be found in the annotations.

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Classes	Maintain health, independence, self-esteem, academic growth, and income as they plan for the last third of their lives.	Susan Gleason (503) 399-5135	45-50 different nursing homes, retirement centers, churches, schools, businesses, galleries, and senior centers in the Salem area and throughout the three counties	By state reimbursement for classes, by tuition, with in-kind or actual dollars from partners	12
College Assistance Migrant Program (CAMP)	Provide successful college experience for first-time college enrolled migrants.	Veronica Zmolek (503) 399-5093	Oregon State University	Federal grant, in-kind college general fund	7
Cooperative Work Experience/ Placement Services	High-risk students' needs are identified as part of their participation in mainstream program services and by staff during participation in special projects such as Life Skills. More intense personalized services are provided on an individualized basis. No services provided exclusively for high-risk students.	Ray Phipps (503) 399-5026	Employers, graduates	General fund	All
Diagnostic Assessment and Testing	Assessment to help determine and identify learning problems.	Nancy Archer (503) 399-5120	Voc. Rehab., AFS	College and department general fund budget, contracts	3
DISCOVER, CIS, MicroSkills, MESA	Computerized assessment instruments to help individuals in career decision-making processes.	Counseling Center (503) 399-5120	Voc. Rehab., AFS	College/ department general fund, agency contracts	All
Dislocated Worker Project *	Provide assessment and choices and options seminar, referral service.	Sandy Nelson (503) 399-6075	JTPA, Employment Division	JTPA	2
DMV class, nonnative speakers	Go over Oregon driving manual in Spanish: laws, etc.	C. Barrens (503) 399-5207	Department of Motor Vehicles	Chemeketa	7, 8
Drop-Out Recovery Plan *	Counsel 16-17 year-old students who have dropped out; create an educational plan.	Becky Johnen (503) 399-5136	High schools within the Chemeketa service district	High schools	9

***Further information on this program can be found in the annotations.**

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Early Childhood Education: Worksite and Bilingual Teacher Training *	Worksite training for early childhood educators who cannot access regular campus program.	Bruce Starn (503) 399-6071 or 399-5142	Migrant Indian Coalition, YWCA Teen Parent Program, Family Head Start	Agency contracts	7, 9, 13
Electronics Pre-Tech Program/ Advising	Offer personalized advising to students who wish to enter the electronics program but lack the reading, writing, and/or computing skills to do so. This advising hopefully results in these students upgrading their skills and then entering the electronics program.	Lucy McDonald (503) 399-5242 Gary Boyington (503) 399-5218		General fund	2, 4, 5
ESL classes on-site Klupenger Nursery	Help nursery employees learn English.	Linda Lais (503) 399-5207	Klupenger Nursery	Self-supported	8
Even Start *	A Family Literacy Program designed to assist adults without a high school diploma or GED and their 3- or 4-year-old child.	Lil Larson-Kent (503) 399-3074 Virginia Tardeweather (503) 399-2641 Cindy Nelson (503) 399-2641	Salem-Keizer School District 24J	Federal Grant Funds 2.0 FTE positions	6
Family Resource Center *	Child care, parent education, Head Start, family literacy, ECE 2+2 program, resource clearing house.	Lori Campbell (503) 399-3915	Adult and Family Services, Head Start, Salem-Keizer Schools	Grant, contract, and general fund	1, 4, 6, 9, 15
Federal Bureau of Prisons	Provide educational opportunities and services to incarcerated students.	Gayle Gassner (503) 399-5139	Federal Bureau of Prisons	Pell grants, Federal Bureau of Prisons contribution	11
"Healthy Pursuits" Health Series	Primary health service providers share information about common problems of older adults with the goal of prevention.	Susan Gleason (503) 399-5135 Denny Brooks (503) 370-5986	Salem Hospital with volunteer presenters	N/A	12

***Further information on this program can be found in the annotations.**

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Homeless Literacy	Provide literacy services on-site at shelters, Devereaux, SOS, Union Gospel Mission	Jill Dalin (503) 399-2802	Devereaux, SOS Homeless Shelter	ABE grant	7, 8, 14, 15
Industrial Skills Training	Train entry level workers for the manufactured housing industry (ten week training).	Ron Jantzi (503) 399-5210 Jim Lynch (503) 399-4151	JTPA, industry	General fund, JTPA, industry support	1, 2, 7
Job Placement Resource Center *	Increase success rate of student completing programs and entering employment/ job search, provide training and support. Action-oriented resource area to support self-directed job search efforts.	Ray Phipps (503) 399-5026	State Employment Division, JTPA, AFS area employers	JOBS/college general fund	1, 2, 13
JOBS for Oregon's Futures *	(Read above description.)	Bill Braly (503) 399-3924	AFS, MWJC (JTPA), Voc. Rehab., school district, State Employment Division	AFS contract	1
Learning Resource Center/ Library *	Provide high interest/low vocabulary books on a variety of topics.	Toni Haight (503) 399-5043	Mid-Willamette Valley libraries	General fund, regional library funds	15
Life Skills for Independence *	Help participants move toward economic self-sufficiency through collaborative education, training, and job search services using mainstream model. Includes comprehensive social services.	Sandy Nelson (503) 399-6075	Active partnership with 12 organizations	ODE Perkins, general fund, donations, coordinated community resources	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 15
"Managing Your Financial Future"	Help seniors manage their conservative incomes.	Joan Galbraith (503) 399-5135 M. Kay Howell (503) 769-3500	Security Pacific Bank	Partner funded totally	12
Marion County Sheriff's Reserve	Training for Marion County Sheriff's Reserve Officers.	Egon Bodtker (503) 399-5048	Marion County Sheriff's Office	Self-supporting	
Marion County Community Corrections	Provide educational and recreational opportunities to incarcerated students.	Gayle Gassner (503) 399-5139	OCCS, Marion County Community Corrections, Office of Community College Services	Contract	11

*Further information on this program can be found in the annotations.

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Marion, Polk, Yamhill Literacy Coalition	Assist with delivery of literacy services for tri-county area.	Debra Gaul (503) 399-2557	Salem Literacy Council; Marion, Polk, Yamhill libraries; Corrections	Grants, donations	15
Mental Health Contract *	Provide on-site mental health services.	Sandy Nelson (503) 399-6075	Marion County Health Department	Medicaid, Marion County, AFS	1
Migrant Even Start *	Provide early childhood education for children and bilingual literacy services for migrant parents.	Mark Terpin (503) 399-5213 Tina Garcia (503) 588-5361	Marion ESD, Woodburn Chemeketa Center, Migrant/Indian Coalition	Contract with Marion ESD	6, 7, 8
New Chance	Assist teen parents without a high school diploma or GED.	Mona West (503) 585-2888	Salem-Keizer School District 24J, YWCA	PT hourly grant funds	9
New Beginnings Program	Provide paid work experience for six months to Life Skills completers escaping family violence; includes on-the-job mentor and release time for support group.	Sandy Nelson (503) 399-6075	Marion County	Marion County	1, 4
Nueva Ley	Assistance with INS, IRCA requirements	Ed Salgado, Dora Alvarez (503) 399-3902	Immigration and Naturalization Service, YWCA	Federal reimbursement system	7, 8
On Our Way *	Provide family literacy services to those in shelters.	Mark Terpin (503) 399-5213 Jill Dalin (503) 399-2802 Debra Gaul (503) 399-2557	Oregon Literacy Council, SOS Shelter	Oregon Literacy grant	6, 14
Oregon Department of Corrections	Provide educational opportunities and services to incarcerated students.	Gayle Gassner (503) 399-5139	Oregon Department of Corrections, Office of Community College Services, Correctional Treatment Services, Western Oregon State College	Out-of-district contract	11
Orientation to College Class for Deaf Students	Introduce high school seniors to college.	Jeffrey Howard (503) 399-5049 (TTY)	Oregon School for the Deaf, Mid-Oregon Regional Program for Deaf		3

*Further information on this program can be found in the annotations.

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Professional Skills Training Program	Monitoring by the college of injured workers placed in full-time training plans with community employers by private rehabilitation agencies.	Jim Wall (503) 399-5026	Employers, rehabilitation agencies	.50 FTE general fund and fees for monitoring paid by workers comp.	3
Professional-Technical Office *	Assist with the co-ordination of work experience for high school students.	Ellen Levine (503) 399-5239	High schools within the Chemeketa service district, ESDs, and Mid-Willamette Jobs Council	Workforce 2000, Carl Perkins	
Salem Downtown Learning Center	Provide instruction in basic skills with employment focus; cooperative work experience for youth; GED preparation; career counseling.	Mark Terpin (503) 399-5213	Salem-Keizer Schools (24J), Mid-Willamette Jobs Council, City of Salem, State Employment Division	General fund: CCC + 24J, Jobs Council grant funds	2, 4, 9, 11
Step Ahead Program	College courses for high school students to keep them interested in remaining in school.	Egon Bodtker (503) 399-5048	High schools in Chemeketa's district	General fund	9
Summer Youth Project	Provide basic skill enhancement and on-the-job experiences for out-of-school youths age 16-21.	Mark Terpin (503) 399-5213	Mid Willamette Jobs Council (JTPA), various employers	MWJC funding	9
Technology Access for Life Needs (TALN)	Information resource and training on specialized/ adaptive equipment for use by disabled people and/or their employers.	Bernadette Trapp (503) 399-6976	Division of Vocational Rehabilitation	Voc. Rehab. funded	3
Volunteer Coordinator Training	Training of volunteer coordinators	Susan Gleason (503) 399-5052 Elaine Yandle-Roth (503) 378-8648	Oregon Generations Together and Oregon Department of Education	State funds	12
Volunteer Tutor Training	Provide adult learner training to volunteers.	Debra Gaul (503) 399-2557	Salem Literacy Council, Library	ABE grant, general fund	7, 8, 15
Welding Assessment for Limited English Proficient Students *	Assess welding ability, aptitude, interest of LEP students.	Mark Terpin (503) 399-5213	YWCA, Jobs Council, OHDC	Agency funded, tuition	7, 8, 13

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Women in Construction	Recruitment, training, and employment of women in nontraditional fields—open entry during term	Sandy Nelson (503) 399-6075	24J, Jobs Council	Carl Perkins—Sex Equity grant	4
Women's Finance Series	Enable older women to successfully manage and understand personal finances.	Susan Gleason (503) 399-5135	YWCA and AARP	AARP and local private sponsors	12
Workplace Basics/ Willamette Industries	Specialized ESL; Basic Skills	Mark Terpin (503) 399-5213	Willamette Industries	Industry supported	7, 8, 13
Workplace Basics/Blue Heron	On-site ESL classes, tutor sessions.	Debra Gaul (503) 399-2557	Blue Heron	ABE Grant, general fund	7, 8, 13
Yamhill County Cooperative Learning Center *	Provide instruction in basic skill with employment focus; GED preparation; Alternative High School.	Verna Vancalcar (503) 472-7942	Yamhill ESD; Jobs Council; Yamhill Community Action Program; Yamhill AFS; Chemeketa, Yamhill School Districts; Employment Division; Region III Coop. Voc. Tech. Steering Committee; Yamhill Youth Services	Workforce 2000 state grant + in-kind match	1, 2, 4, 9

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Adult High School Diploma	Enable students to earn a high school diploma by enabling them to transfer credits from former high schools and demonstrate competence.	Carol Evans (503) 657-6958, ext. 2315	Local high school and State Board of Education	CCC general fund, fees	9
AFS Short-Term Training	Provide entry level skills combined with extended basic skills applications.	Glenn Ferris (503) 657-6958, ext. 2583	AFS, ETBS, numerous employers	Welfare Reform, JTPA	1, 2, 4, 7, 11
English as a Second Language *	Enable nonnative speakers to learn English and become acquainted with cultural realities.	Molly Williams (503) 657-6958, ext. 2596	Local churches, Health Department, Employment Services Dept., Oregon Assoc. of Nurseries, Health and Human Services	CCC general fund, SLIAG grant	8, 7
Family Resource Center	Integrate college and community programs to reduce barriers to education and economic self-sufficiency. Includes child care and training in life skills, basic skills, child care, and parent education as well as community health and social support services.	Carolyn Knutson (503) 657-6958, ext. 2240	Mt. Hood Council of Camp Fire, AFS, ETBS, ESD, Clackamas County Mental Health, Social Services, county high schools	College general fund, student fees, grants, and contracts (AFS, Great Start, Carl Perkins)	4, 9
GED/ABE	Enable student to receive high school equivalency certificates by providing individualized open-entry/ open-exit classes in five general knowledge areas.	Cyndi Andrews (503) 657-6958, ext. 2417	N/A	CCC general fund, Federal Department of Education grant	9
High School Credit Make-Up Classes	Make-up credit classes for students deficient in credits enrolled in local high schools.	Rene Rathburn (503) 657-6958, ext. 2622	County high schools	Student fees, general fund, school contracts	9
High Technology Center for the Disabled	Provide adapted computer technology for disabled students. Allows eligible students to overcome barriers by enabling them to "see the screen" and "use the keyboard" of specially adaptive computers.	Carolyn Cate (503) 657-6958, ext. 2300	Vocational Rehabilitation Department, referrals from a variety of county agencies	CCC general fund, Vocational Rehabilitation Department grant	3

*Further information on this program can be found in the annotations.

Target Populations:

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14. Homeless
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Oregon AACJC Beacon College Project
"Building Partnerships With Employers and Agencies
To Help High-Risk Students Succeed"

Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Life and Career Options *	**Reduce the substantive and effective barriers to economic self-sufficiency experienced by displaced homemakers, single parents, single pregnant women by providing education and support services.**	**Carolyn Knutson (503) 657-6958, ext. 2240**	**Coordinate with AFS, ETBS, and several county social service agencies. Contact several local employers**	**CCC general fund, Carl Perkins grant, AFS contract**	**1, 4**
Mentoring Project	Help bridge gap for males coming from Parrott Creek Treatment Center to educational programs.	Glenn Ferris (503) 657-6958, ext. 2583	Parrott Creek Ranch	Carl Perkins funds	9, 11
Peer Tutoring	Give one-on-one help to students who experience difficulty in college classes and are at risk of not succeeding.	Judy Peabody (503) 657-6958, ext. 2200	N/A	CCC general fund, Carl Perkins grant	All
Targeted Learning Center	Provide basic skills, GED, preemployment training, life skills to adults 18 or over.	Mary Craven (503) 657-6958, ext. 3110	AFS, ETBS, Voc. Rehab., Mental Health, individual employers	Contracts, fees, general fund	1, 2, 4, 6
Tri-City Alternative Program	Provide basic skills, GED, high school credits, preemployment training, service 15- to 19-year-olds in open entry/exit lab setting.	Rene Rathburn (503) 657-6958, ext. 2622	County high schools, ETBS, Mental Health	School contracts, fees, contracts, general fund, Children and Youth Coord. Council	9, 10
Vocational Options Program	Preemployment job training.	Mike Watkins (503) 655-8220	County high schools, ETBS, Mental Health	Contracts, general fund	9, 10
Young Parent Opportunity Program	Provide education (GED, HS credit), parent education, life skills, preemployment training, transportation, on-site child care to 15- to 19-year-old teen parents.	Rene Rathburn (503) 657-6958, ext. 2622	Mt. Hood Council of Campfire, AFS, ETBS, county high schools, Mental Health	Grants: Great Start, AFS, Voc. Ed., general fund	1, 9, 10

***Further information on this program can be found in the annotations.**

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Oregon AACJC Beacon College Project
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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Dislocated Worker Program	Provide laid-off wood products workers with Career Life Planning Workshop and funds for retraining programs.	Patti Lake (503) 726-2223	Southern Willamette Private Industry Council, Oregon State Employment Division	Job Training Partnership Act and Department of Labor	2
Dislocated Worker Program *	Assist workers, primarily from timber industry, in discovering new vocational goals and obtaining retraining for new skills.	Patricia Lake (503) 726-2223 Ellen Palmer	Southern Willamette Private Industry Council	JTPA, Department of Labor, U.S. government	2
ESL for Homeless	Provide ESL to Spanish-speaking homeless persons. Includes work-related subject matter as well as regular ESL.	Patti Lake (503) 726-2223	Southern Willamette Private Industry Council, Chicano Affairs, St. Vincent de Paul	Stewart B. McKinney	8
New Jobs Welfare Reform	Provide life skills, ABE/ GED, work place basics, intro. to computers, and job search assistance to Welfare recipients (teen parents and adults) at Emerald Job Center, Cottage Grove, and Florence.	Patti Lake (503) 726-2223	Southern Willamette Private Industry Council, Adult & Family Services, Oregon State Employment Division, Catholic Community Services	Adult & Family Services—New Jobs	1, 9
Short-Term Vocational Training	Provide six to nine months of training in simulated work environments. Includes skill training, basic education, work place basics, and placement.	Patti Lake (503) 726-2223	Southern Willamette Private Industry Council, individual employers for Cooperative Work Experience	Job Training Partnership Act	1, 4
Student Health	Assist students in managing health problems and concerns which interfere with classroom success.	Sandra Ing (503) 747-4501, ext. 2665	Local physicians, local medical lab	20% user fees, 80% general fund	10
Substance Abuse Prevention	Assist students in identifying substance abuse issues and in removing these barriers to success.	Karin Howell (503) 747-4501, ext. 2179	University of Oregon, Serenity Lane	General funding	10
TALN Project	Provide assistance for disabled individuals in selecting and utilizing appropriate assistive technology.	Sandra Ing (503) 747-4501, ext. 2665	Vocational Rehabilitation, local agencies serving the disabled	Grant funding	3

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Oregon AACJC Beacon College Project
"Building Partnerships With Employers and Agencies
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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Transitions to Success/ Displaced Homemakers Single Parent Program *	Assist displaced homemakers and single parents through access to education and training. Six-credit life/career planning class; support and resource groups; funds for child care, transportation, tuition; follow up.	Charleen Maclean (503) 747-4501, ext. 2840 Kate Berry (503) 747-4501, ext. 2353	Employment Division, Welfare Advocacy Group—"Client's in Action"	Perkins funds/ college general fund/Voc. Ed., Disadvantaged	4
Welfare Reform— Emerald Job Center, Florence, and Cottage Grove satellite sites	Make people aware of potential for entering and continued employment. Identifying skills and delivering basic education for obtaining GED.	Patti Lake (503) 726-2223 Elaine Walters (503) 687-3826	Southern Willamette Private Industry Council, Adult and Family Services	State of Oregon Family Support Act, funding	1
Women's Program *	Provide information, support, resources, and referral. Entry and retention services. Provide campus consultation on equity issues.	Izetta Hunter (503) 747-4501, ext. 2298	Numerous community partners	College general fund	4
Youth Basic Skills	Provide GED instruction to at-risk youth involved in Job Corps.	Patti Lake (503) 726-2223	Southern Willamette Private Industry Council, Looking Glass Job Center	Job Training Partnership Act	9

***Further information on this program can be found in the annotations.**

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
2 + 2	Design curriculum and articulate learning between HS districts and college. 29 agreements so far.	Dr. Jack Miller (503) 667-7313	All Mount Hood Community College district high schools	Fed. grant, Carl Perkins	9
ABE/GED	Provide ABE/GED to MHCC members as needed.	Ed McMahan (503) 667-7116	Inverness Jail, Mult. Corrections, Sandy H.S. (eves)	D.O.E., general fund	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15
Dislocated Workers Project	Provide career assessment, career counseling, retraining, job search, and job placement to dislocated workers.	Pinky Dale (503) 252-0758	Oregon Emp. Div., Prinato Ind. Council, Organized Labor	JTPA	2, 7, 8, 12, 15
Guided Studies	Assess high risk students/ mandatory testing and placement program.	Marilyn Kennedy (503)667-7368 Margaret Gratton (503) 667-7191 Karen Krelius (503) 667-7374	None	General fund— ongoing	3, 4, 7
Head Start	A social services and preschool program for low income families with children 3-4 years old.	Susan Brady (503) 256-3436	AFS, CSD, Morrison Center East, Kerr Center, Mult. County Health, Early Intervention, Child Protective Services, CBO's Public Schools, ESD	State and federal grants	6, 7, 9, 10, 15
Job Placement Resource Center *	Provide resources necessary to assist clients in successful job search.	Dave Shields (503) 669-6965 Vaven Carver (503) 667-7424	Adult and Family Services, Private Industry Council, Employment Division, organized labor	AFS, PIC, Emp. Div.	1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 15
Office Occupations	Prepare students for entry-level to mid-level clerical/ office positions. Develop office skills as well as enhance basic skills. Vocational rehabilitation.	Evilo Clarkson (503) 256-3430	Vocational Rehab., AFS, Displaced Homemaker Programs	General fund	1, 4, 12, 15
Refugee ESL	Provide refugee students with basic literacy, survival English, vocational English, and other basic skills that are needed to adjust to life in the U.S.	Richard Campbell (503) 256-5463	VolAgs, P.C.C., IRCO, Refugee Forum, State Refuge Office, City of Portland, AFS	Grant	8, 7

***Further information on this program can be found in the annotations.**

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Oregon AACJC Beacon College Project
"Building Partnerships With Employers and Agencies To Help High-Risk Students Succeed"

Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Short-Term Training	Assist welfare-dependent students to achieve economic self-sufficiency by identifying career goals and participating in appropriate training opportunities.	Linda Nelson (503) 256-3430	JTPA, AFS	JTPA	1
Steps to Success *	Help welfare recipients transition back into the labor force.	Nan Poppe (503) 760-4007	PCC, AFS, JTPA, Employment Div., Portland public schools, Job Corps, Parent/Child Services	State and federal funds	1, 6, 7, 9, 10, 15
Women in Transition	Help single parents and displaced homemakers acquire the education and training needed to enter or transition back into the labor force. Also introduce women to nontraditional jobs.	Toni Partington (503) 760-4007	Kaiser-Permanente, Soroptimist, P.C.C., Project Independence, Women's Education, and Employment Network	Carl Perkins, general fund	4
Workplace Literacy	Upgrade literacy skills for workers at the worksite.	Michael Dillon (503) 667-7225	Organized Labor, NW Regional Educational Lab, private businesses and industries	Grant	7, 8, 13, 15
Youth Employability Support Services (Project YESS)	Assist low-income high school drop-outs with basic skills, GED, job readiness training, job search and placement, college exploration, support services.	Philip Dean (503) 669-6954	JTPA, local school districts, AFS, Chamber of Commerce, YMCA, Multnomah County Juvenile Court, Morrison Center, Breakthrough	JTPA	3, 7, 9, 10, 14

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Oregon AACJC Beacon College Project
"Building Partnerships With Employers and Agencies To Help High-Risk Students Succeed"

Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Adult and Family Services	Welfare reform.	Jerry Reed (503) 479-5541	Adult and Family Services, Employment Division, Job Council	Federal/state grant	1, 4, 6, 9
Balancing Work and Family Seminars	Provide seminar on how to balance work and family life to employees and general public.	Linda Blower (503) 479-5541, ext. 297	The Job Council, Mental Health Ext. Office, individual employers, Coalition for Kids	General fund grant	1, 4, 6, 7, 9
Carl Perkins Special Services	Academic support service to students with disabilities or who are disadvantaged.	Bonnie Long (503) 471-3500	N/A	State grant	3, 7, 15
Cooperative Work Experience for students with disabilities, injured workers	Help students obtain work experience in career field.	Dianne Foisy (503) 471-3500, ext. 308	Vocational Rehabilitation, employer, agencies		3
Cooperative Work Experience for AFS, JOBS	Help students obtain work experience in career field.	Chuck Cook (503) 535-7050	AFS, The Job Council, employers	Federal grant, general fund	1
Cooperative Work Experience	Help students obtain work experience in career field.	Dianne Foisy (503) 479-5541	Vocational rehab. employers, various agencies	Federal grant, general fund	2, 3
Dilocated Worker Basic Literacy Training	Upgrade literacy and social skills.	Patti Zikry (503) 471-3500, ext. 310	OCRI Foundation	Donation	2, 15
Josephine Building	Completion/remodel	Dave Jordan (503) 479-5541		Josephine County	
Josephine County Jail	Adult Basic Ed., GED, and High School Completion. Instruction to assist students to earn diploma.	Margaret Cunningham (503) 479-5541	Josephine County Jail	General fund and ABE federal grant fund	7, 8, 10, 11
Mentorship Program	Assist high school students with basic skills and work skills.	Linda Stevenson (503) 482-3868	The Job Council, JTPA	JTPA funds	N/A

***Further information on this program can be found in the annotations.**

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Project/ Program	Major Activity	Contact Person/ Telephone	External Partners	Funding	Target Population
Moving-on displaced homemaker, single parent program	Designed to help students establish career direction and goals, enhance self-esteem, and achieve self-sufficiency.	Serena St. Clair (503) 479-5541, ext. 251	Large advisory board, various agencies represented	State, federal, Carl Perkins, Volter grant, general fund	2, 4, 6, 7, 12
Oregon Child Care Initiative	Train and upgrade skills of child care providers, especially family day care.	Linda Blower (503) 479-5541, ext. 297	The Job Council Ext. Office, Children's Services Division, USDA food programs	Grant	1, 2, 4, 7, 9
Professional Skills Training	Help students obtain work experience in career field.	Tom Claussen (503) 535-7050	Rehab. insurance companies, employers	Federal grant and general fund	3
Skills Center—Employer Services *	Assess employer needs. Develop training programs to meet employer needs for the community.	Patty Zikry (503) 479-5541, ext. 310	Thirty-four employers in the community	State grant	2
Skills Center—Client Services *	Assess student needs, provide vocational counseling, resource and referral, advocacy, job development, life skills, and life management.	Judy D. Smith (503) 479-5541, ext. 303	Inn Between, Job Council, AFS, Inn Sight	State grant	3, 4
SLIAG State Legalization Impact Assistance Grant	Assist participants in the naturalization program; learn English speaking, reading, and writing skills.	Linda Stevenson (503) 482-3868	Fruit Growers League	Federal grant	7, 8
TALN	Provide aid for those with disabilities to access assistive technology.	Cheryl E. A. Gardner (503) 479-5541	N/A	State grant	3
Technology Enhancement	Help disabled to overcome computer access barriers.	Cheryl E. A. Gardner (503) 479-5541	N/A	Voc. Rehab. Grant	3
Video Library	General employment information.	Patti Zikry (503) 471-3500, ext. 310	Zonta International of Grants pass	Donation	2, 4, 12, 13, 15

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Glossary of Organizational and Educational Acronyms

AARP	American Association of Retired Persons
ABE	Adult Basic Education
AFS	Adult and Family Services
BMCC	Blue Mountain Community College
CBO	Community Based Organization
CCC	Chemeketa Community College
CWE	Cooperative Work Experience
DMV	Department of Motor Vehicles
ECE	Early Childhood Education
ECOAC	East Central Oregon Association of Counties
ESD	Educational Service District
ESL	English as a Second Language
ETBS	Employment Training and Business Services
GED	General Education Development
INS	Immigration and Naturalization Service
JOBS	Job Opportunities and Basic Skills
JTPA	Job Training Partnership Act
LCC	Lane Community College
MHCC	Mt. Hood Community College
MR/DD	Mentally Retarded/Developmentally Delayed
MWJC	Mid-Willamette Jobs Council
ODE	Oregon Department of Education
OEDD	Oregon Economic Development Department
OHDC	Oregon Human Development Corporation
PCC	Portland Community College
RCC	Rogue Community College
SLIAG	State Legalization Impact Assistance Grant
TALN	Technology Access for Life Needs
USDA	United States Department of Agriculture
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association

BeaconGuide

Project Annotations

Project Annotations

Goals for the Beacon Project in Oregon are:

- Document and disseminate information on outreach, assessment, and case management with high-risk students.
- Document and disseminate information on pre-vocational and vocational training with high-risk students.
- Document and disseminate information on individualized student services for high-risk students.
- Document and disseminate information on effective strategies for public/private partnerships with high-risk students.

In order to be included in these annotations, projects, articles, or agreements, must have demonstrated strength in one or more of the goal areas. That is reflected in the accompanying chart.

For your use, you may choose to reference programs that have experience in a given area; or you may wish to read the program description for those serving populations or needs similar to your own.

In all cases, the contact people are listed and happy to respond with further information—printed when available; in conversation when not.

Collaborating to Help High-Risk Students Succeed

Model Projects/Resource Information	Services Provided, Monitored, or Discussed: Outreach	Assessment	Case Management	Prevocational/ Vocational Training	Individualized Student Services	Employer Involvement	Strategies for Public Partnerships	Strategies for Private Partnerships
1. Adult & Family Services Self-Sufficiency Center		✓	✓	✓	✓	✓	✓	
2. Alternative High School	✓	✓			✓	✓	✓	
3. Cascade Project		✓		✓	✓	✓		✓
4. Dislocated Worker Project—Lane	✓	✓	✓	✓	✓	✓	✓	✓
5. Dislocated Worker Project—Chemeketa		✓	✓	✓	✓	✓	✓	
6. Drop-Out Recovery Project	✓	✓			✓		✓	
7. Early Childhood Education On-The-Job Training	✓			✓	✓	✓	✓	✓
8. English as a Second Language Program	✓	✓			✓		✓	
9. Even Start Family Literacy	✓	✓	✓	✓	✓		✓	
10. Family Resource Center	✓		✓	✓	✓		✓	
11. "Improving Children's Welfare"							✓	✓
12. Interagency Agreement and Compact							✓	✓
13. JOBS	✓	✓	✓	✓	✓	✓	✓	✓
14. Job Placement Resource Center—Chemeketa	✓	✓			✓	✓	✓	✓
15. Job Placement Resource Center—Mt. Hood	✓	✓	✓	✓	✓	✓	✓	✓
16. Learning Resource Center/Library					✓		✓	
17. Life and Career Options Workshops	✓			✓	✓			
18. Life Skills for Independence	✓	✓	✓	✓	✓	✓	✓	✓
19. Mental Health Contract	✓	✓	✓		✓		✓	
20. Migrant Even Start	✓	✓		✓	✓		✓	
21. On Our Way	✓			✓	✓		✓	✓
22. Professional Technical Office				✓			✓	✓
23. Skills Center	✓	✓	✓	✓	✓	✓	✓	✓
24. Steps to Success	✓	✓	✓	✓	✓	✓	✓	✓
25. Teen Parent Child Care Center	✓						✓	✓
26. "Thinking Collaboratively"							✓	✓
27. "Tracking the Goal"	✓	✓	✓		✓			
28. Transitions to Success	✓	✓	✓	✓	✓		✓	✓
29. Yamhill County Cooperative Learning Center	✓	✓	✓	✓	✓	✓	✓	✓
30. Welding Assessment for LEP Students		✓		✓	✓		✓	
31. The Women's Program	✓	✓	✓		✓		✓	✓

1. **Adult & Family Services Self-Sufficiency Center**
Sandy Nelson (503) 399-6075
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

A small, four-person AFS (welfare) unit has been placed at Chemeketa Community College for a six-month pilot to determine the feasibility of serving clients in a setting that offers numerous resources, an atmosphere of empowerment and opportunity, and flexibility in meeting needs.

Three staff are housed with staff from the New Workforce Program and JOBS (welfare reform) in a building that also includes the Life Skills for Independence Resource Center. There is immediate access to student services and other numerous college support services. The fourth AFS staff person is housed with the Job Placement Resource Center staff and works closely with the other team members for potential job search/placement opportunities for clients.

A simplified intake form has been developed as a pilot for this project. This process allows staff to fully listen, discuss, and create options with each individual client rather than focus on form completion. Staff members find that they are able to problem solve, find alternative solutions to individual situations, and to increase the possibilities for resources and support for clients as they move toward self-sufficiency. This process does not prohibit individuals from becoming welfare recipients. It does, however, put the grant and AFS involvement into a plan that identifies the other components needed to move into self-sufficiency, and how the client will access these components.

Staff from all participating agency departments involved in the project have worked together to develop common definitions of vision and goals. Work continues on a common mission statement.

2. **Alternative High School**
Tim Rogers (503) 399-5115
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

The Alternate High School is a model program providing:

- Advising and assessment services for at-risk students seeking an Oregon high school diploma. Students enter the program either through self-referral, if they are over 16-years-old and released from mandatory school attendance; or through referral from contracting schools.

- Support for high school counselors. Through contracts with schools throughout the Chemeketa Community College district, counselors may provide an alternative school setting for those students not currently succeeding in their high school.

- Quality classroom and individualized instruction. All necessary categories of classes to receive a high school diploma are offered. These classes are adapted to meet the individual learning styles of the students.

- Success building classes designed to give students skills necessary for the future. These courses include study skills, personal economic planning, college and career planning.

- Community and self-esteem building activities. Students are encouraged to function as part of a community as well as individuals. Through specially designed classes and peer assistance group settings, student's self-esteem and long-term success are addressed.
- Parenting education through cooperation with Chemeketa's Family Resource Center.
- Work experience and credit for prior learning.
- Concurrent enrollment in both college and high school level classes when assessed as part of the student's goals.

3. **Cascade Project**
Jim Garaventa (503) 399-5181
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

The Cascade Project is a collaborative effort of Chemeketa Community College and Cascade Steel Rolling Mills to provide career development workshops, workplace basics, and technical skills to over 400 employees. Coordination comes through the Training and Economic Development Center of the college. Instruction is provided on site through the Developmental Education Department and the Math and Science Department. This project is a model for the approach industry and the community colleges are taking to developing a world-class work force in Oregon.

4. **Dislocated Worker Project**
Patty Lake (503) 726-2223 ex. 2848
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

The Dislocated Worker Project is a comprehensive training program for dislocated workers. Extensive contacts are maintained with employers who are down sizing. Joint partners are involved in setting up training programs. An example is the Recreational Vehicle Tech program where industry is providing equipment and some joint sharing of instruction. Dislocated workers whose jobs have been eliminated by changes in the workplace can be retrained in this as well as other fields.

5. **Dislocated Worker Project**
Sandy Nelson (503) 399-6075
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Recent state legislation has allocated funds for training, extended unemployment benefits, and support services to individuals recently employed in the timber and timber-related industries and who are currently unemployed. Also, unemployed persons who have lost jobs due to structural changes in their workplace; i.e., downsizing in the electronics industry—are considered eligible for these proposed services.

The legislation supported a collaborative approach to serving these individuals between the local JTPA organization, employment service, and local community college.

Chemeketa Community College has entered into an agreement with local partners to provide the required assessment and Choices and Option two-week seminar required by the legislation. This course is mandatory for accessing training funds and extended unemployment benefits.

The course, a comprehensive assessment, support in developing a career plan of action, joint staffing activities, and resource referral are provided by New Workforce staff as a part of this contract. The students enrolled in the two-week seminar are in class with students who are self-referred and with students referred by the JOBS (welfare reform) program. This mainstream approach has been highly successful with all students, regardless of their funding source.

Students are either able to access training—depending on their needs and interests—or are supported by the employment service in further job search upon completion of the Choices and Options component.

6. **Drop-Out Recovery Project**
Becky Johnen (503) 399-5136
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

The Drop-Out Recovery Project was developed in response to the influx of high school drop-outs seeking entrance into Chemeketa Community College programs. This project specifically targets those students within Chemeketa's service district who are 16- or 17-years-old, have not received a high school diploma or GED, and have officially dropped from high school.

Students meeting the above criteria are referred to their district high school before they are admitted into Chemeketa programs. Once at the high school, the student is re-enrolled and counseled about the educational options available to them.

The student and counselor decide on an academic plan for the student which may include options either at the high school or through Chemeketa. With this partnership between community college and district schools, students are given access to the resources available in both settings and re-entered into the educational systems.

7. **Early Childhood Education On-The-Job Training**
Bruce Stam (503) 399-6071
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Worksite Training in Early Childhood Education
Early Childhood Education classes, both degree and nondegree, are provided to employees of various noncollege agencies (Migrant-Indian Coalition, Head Start, Teen Parent program, Educational Service District [ESD], and Oregon Pre-kindergarten program).

Classes are generally held at job sites and at times mutually agreed upon by college and agency. Many students do not have high school diplomas and are entering college classes for the first time. Courses are scheduled as needed. Classes are taught bilingually (Spanish and English).

Children and Youth's Service Commission Consultation and Training
This is an outreach program of the Early Childhood Education program that provides consultation and training to potential child care service grantees. Grantees may include organizations that are nonprofit but also small business who are primarily owned and operated by women, usually low-income. College faculty will provide training to improve the quality of child care and hopefully this leads to receiving funds from the Children and Youth Services Commission. Successful applicants will also receive ongoing training and technical assistance.

8. **English as a Second Language Program**
Molly Williams (503) 657-6958 x-2596
Clackamas Community College
19600 South Molalla
Oregon City, OR 97045

Partnerships With Employers
Clackamas Community College provides free English as a Second Language classes at workplaces which employ large numbers of Hispanics with legalized alien status. The classes are paid for through the Special Legalization Impact Assistance Grant (SLIAG) which reimburses the ESL program $5.63 for every hour that the students are enrolled in class. If an employer has 15 students with this special legalization status, then CCC will set up a class at the workplace. Students are encouraged to explore other options at CCC after learning English.

Partnerships With Agencies
ESL classes are advertised through the Department of Health and Human Services, the Employment Division, WIC, public schools, Head Start, Migrant Educational Service District, and the Migrant Task Force of Clackamas County. However, word-of-mouth and networking through the churches seems to be the best recruiting procedures.

Innovative Classes for Hispanics
ESL for the Family—an English as Second Language class for Hispanic women and children. Mothers and children are taught English through children's stories using a whole language approach. Mothers are taught to read aloud to their children using Spanish and English children's books. This class is offered during the school day so that mothers can come with their preschool-aged children. Mothers are encouraged to attend other ESL classes offered at night.

Habilidades Basicas en Español (Basic Skills in Spanish) This class is designed to aid native Spanish speaking students to improve their reading, writing, and mathematics in Spanish. The ultimate goal of the class is to have students pass the GED in Spanish.

9. **Even Start Family Literacy**
Lil Larson-Kent (503) 399-3074
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Preschool classes, adult literacy classes and GED preparation, parents and children together in preschool, parenting discussions, prevocational activities for adults, breakfast and lunch, school bus or transportation assistance, home visits, and child care for younger children on school days are offered through the Even Start Family Literacy Project. This program brings parents to school with their preschool child. Through classes and activities, the skills of both parent and child are enhanced.

This program is for children who are three- or four-years-old, who live in a Chapter 1 school attendance area, and their parent, who does not have a GED or high school diploma or needs to improve basic skills.

10. **Family Resource Center**
Lori Campbell (503) 399-6563
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

The Family Resource Center is a model program providing:

- Full-day child care for infants, toddlers, and preschoolers as well as short-term care for infants through 11-year-olds; the child care program will serve about 160 families, 75 percent of whom are low-income families or teenage parents attending school on-site.
- Parenting education, both credit and noncredit, by participating as child care co-op member, or by enrolling in a variety of seminars or courses, many designed for parent and child to attend together.
- Family literacy education for co-oping parents, including teens.
- Work experience for teen parents and other students.
- Comprehensive Head Start services for eligible families.
- Early Childhood Education courses and practicum experiences targeted to expand the high school/Chemeketa 2+2 program, provide access to in-service training for Head Start staff seeking the national Child Development Associate credential, and increase training opportunities for Chemeketa students enrolled in Early Childhood Education.
- A variety of classes that promote personal development, goal setting, vocational skills, and balancing work, school, and family.
- A central resource office where families can browse through books or talk with teachers and other parents.

This program is a collaborative effort of Chemeketa Community College, Oregon Adult and Family Services, Salem-Keizer Schools, and Head Start. The breadth of services for the family that are brought together in one site make this a model project.

11. **"Improving Children's Welfare: Learning From Iowa"**
State Senator Charles Bruner, Iowa
Contact:
National Conference of State Legislatures (303) 830-2054
1560 Broadway, Suite 700
Denver, CO 80202
$10 per copy, plus $3 postage

This excellent document chronicles one lawmaker's perspective on developing state policies which foster a collaborative approach to meeting the needs of children and families. The report provides case examples which explain why state policy makers have become interested in furthering collaborative efforts as a means to provide services both more efficiently and effectively. It goes on to define collaboration in the context of state policy making, describing the elements essential to the collaborative process, the four organizational levels at which it must occur, and introduces the concept of first, second, and third generation approaches to collaboration.

12. **Interagency Agreement and Compact**
Lee Merritt (503) 479-5541
Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527

Interagency Agreement
The informal Interagency Agreement made by Rogue Community College, The Job Council, and the Medford and Grants Pass offices of the Oregon State Employment Division is a model agreement.

This agreement was born out of the acknowledgement that, when organizations serve the same population, clarifying the relationship among them could further effective service delivery. In addition, initiatives could be specified on which the organizations could work together.

A policy group is delineated and a planning process identified.

The Community Response Team is a project on which these three organizations currently collaborate.

Interagency Compact
The Interagency Compact is a formal agreement among the three organizations. Its purpose is to allow them as a group to act as prime contractor to provide services for the JOBS Program. This agreement spells out planning and contracting, income and expenses, management, exclusive rights, fiscal and administrative agent, indemnification, and termination.

13. **JOBS** (Job Opportunities and Basic Skills)
Bill Braly (503) 399-3924
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

This is a state and federally funded program designed to provide life and work skill training to individuals receiving Aid to Families With Dependent Children. The ultimate goal of the program is economic self-sufficiency for the client/student.

In Oregon's Marion, Polk, and Yamhill counties, the program is operated by Chemeketa Community College under contract from the State of Oregon, Adult and Family Services Division. Other cooperating employment and training and social service agencies involved in the project include: the State Employment Division, Mid-Willamette Jobs Council, local school districts, EDS's, County Mental Health agencies, the YWCA, and other teen parent programs. While much of the work is accomplished through subcontract, JOBS operates under a joint plan which articulates the vision and plan for closely coordinated services to this client group throughout the three county area.

14. **Job Placement Resource Center**
Ray Phipps (503) 399-5026
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

The Job Placement Resource Center is an action-oriented resource area to support job search efforts.

The State Employment Division, JTPA, AFS, and area employers are partners with the college in providing service to AFS JOBS clients, dislocated workers, people currently in the workforce looking to upgrade, and members of the community who are job seeking.

Services include job search training, resume writing, and interview skills.

The uniqueness of the Job Placement Resource Center is the collaborative approach of multiple agencies to provide a variety of job seeking services in one setting.

15. **Job Placement Resource Center**
Dave Shields (503) 669-6965
Vaven Carver (503) 667-7424
Mt. Hood Community College
26000 Southeast Stark Street
Gresham, OR 97030

This model program is a cooperative effort of Mt. Hood Community College, Adult and Family Services, The Private Industry Council, the Employment Division, and organized labor.

It brings together in one setting the components that will facilitate successful job search. These include newspapers, trade journals, employment data, reverse directories of key people, background on area employers, hot leads, computers, a FAX, phones, bus information, a message board.

In addition, staff from each of the participating organizations are on-site to help with job development and coaching.

16. **Learning Resource Center/Library**
Toni Haight (503) 399-5043
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

The Chemeketa Learning Resource Center (library and media services) contains a collection of over 53,000 books, 780 periodicals, and 5,200 media (audiovisual) items. A special collection of interest to high-risk students is the "hi-lo" collection of high interest/ low vocabulary books. There are over 200 books on a variety of topics. Through its on-line automated catalog, Chemeketa also has access to similar collections of materials at the 17 public libraries in the Chemeketa Cooperative Regional Library Service. Another feature of Chemeketa's on-line automated catalog is the community resources module, which lists community services agencies in Salem and the rest of the mid-Willamette Valley. Users may access this catalog at libraries or at other locations via modem.

17. **Life and Career Options Workshops**
Carolyn Knutson (503) 657-6958 ex. 2240
Clackamas Community College
19600 South Molalla
Oregon City, OR 97045

Course outlines and teaching materials are available for ten workshops of three hours each developed through the Beacon Project. The target group for these presentations is students who will be accessing the Life and Career Options Program.

Subjects include:
Time Management
Resumes
Realities of the Job Search
What Motivates You
Parenting
Stress Management
Self-Esteem
Self-Confidence in the Workplace
Communication
Assertiveness

18. **Life Skills for Independence**

Sandy Nelson (503) 399-6075
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Life Skills for Independence is a two-week seminar for homemakers, single parents, and dislocated workers who are planning to enter the job market, considering a career change, or returning to school. It also forms the core of classes offered to JOBS clients. The six-credit seminar provides intensive training in career planning, job search, personal development, and study skills.

Life Skills participants develop an individual plan of action to find employment or gain vocational skills. Some people reach self-sufficiency in a few weeks, while others may take up to two years.

After completing the seminar, participants attend a weekly follow-up group which provides ongoing support and encouragement as they implement their plan.

19. **Mental Health Contract: Marion County Health Department**

Sandy Nelson (503) 399-6075
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Marion County Mental Health Department and Chemeketa Community College have entered into a contract agreement which allows Title XIX Medicaid funds to be paid to Chemeketa staff (designated mental health counselors) to provide on-site mental health services to students enrolled in the JOBS program.

A unique feature of this program focuses on the fact that the counselors are Chemeketa employees and provide individual, group, and classroom services to all students enrolled in the JOBS program. This model permits students to become familiar with staff providing these services and to see them in the larger context of their ongoing process on the campus. The ease of accessibility to the counselors and their services remove most barriers usually found in community settings. The counselors are housed with the New Workforce staff. This group offers many of the early services to JOBS students, which enables staff to easily and quickly refer individual students to a counselor.

This agreement provides a physician to visit campus twice each month for consultation on mental helath issues, again offering relative quick turn around time for student needs.

Billing to Medicaid is done by Marion County, reimbursement comes to the college from the county. The county charges a service fee to the contract for this administrative support. Further group support is offered by the county staff and Adult and Family Services branch manager.

The funds allocated for this project originated from the JOBS Mental Health component, and the long range determination for continuation is dependent upon the JOBS funding and allocation to each service district.

20. **Migrant Even Start**
Mark Terpin (503) 399-5213
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Migrant Even Start is a family literacy program. The program is a partnership with Migrant and Indian Coalition and Chemeketa Community College. The Migrant and Indian Coalition provides childhood development services to children. Chemeketa staff provides literacy services to parents. These include ESL and bilingual instruction funded through Marion ESD.

21. **On Our Way**
Mark Terpin (503) 399-5213
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

On Our Way focuses on homeless/intergenerational literacy. Training workshop and support are provided to encourage intergenerational/homeless literacy. Homeless shelter residents are encouraged to read to their children and participate with them in learning activities on a regular basis. Volunteers provide ongoing support. Training material development was funded through a grant from Oregon Literacy Council. Salem Outreach Shelter provides space.

22. **Professional Technical Office**
Ellen Levine (503) 399-5293
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Region 3 (Marion, Polk, Yamhill counties) assists with the coordination of an in-school work experience project involving local schools, Educational Service Districts, and the Mid-Willamette Jobs Council. The project is designed to serve at-risk students, to promote school retention, and to provide prevocational and vocational work experiences. Funding includes Workforce 2000 and Carl Perkins dollars. Project delivery is adapted to fit the needs of local communities (i.e., may also serve teen parent programs or other target populations).

23. **Skills Center**
Lee Merritt (503) 479-5541
Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527

The Skills Center serves handicapped clients, vocational rehabilitation clients, welfare clients, dislocated workers, apprenticeship participants, and others. It is determined that if additional services are required to mainstream a student, the Skills Center will do the necessary assessment.

In working not only with the college but also employers in the community, the Skills Center is a link to occupational training which meet employer needs.

A very strong component of the services offered by the Skills Center is their very complete assessment process.

24. **Steps to Success**
Nan Poppe (503) 760-4007 ex. 18
Mt. Hood Community College
26000 Southeast Stark Street
Gresham, OR 97030

Steps to Success works with people who are in transition. They come from every field and background. Some are changing careers completely or simply moving within their chosen profession. Others are returning to the workforce or preparing to enter it for the first time.

Components of the program include: career and life planning; career focus employment seminar; adult basic education/GED; work experience; vocational training; services for limited English speakers; and other support services as needed.

25. **Teen Parent Child Care Center**
Karen Graybeal (503) 278-0770 ex. 230
Blue Mountain Community College
2411 Northwest Carden Avenue
PO Box 100
Pendleton, OR 97801

The East Umatilla County Teen Parent Taskforce is the umbrella group that has established a child care center in Pendleton for all teen parents who are attending school—regular high school; alternative high school; or Blue Mountain Community College high school diploma program.

Partners in the program and their area of responsibility are: Blue Mountain Community College (provides technical assistance through child care coordinator); CSD and ESD (provides the parenting skills curriculum and conducts classes for teens with materials and instructors provided); Pendleton School District (provides the facility and the utilities); CAPECO (provides fiscal management and is the administrative body handling grants and also provides some materials and instruction for life skills classes); AFS (contracts to pay salary for a director in return for the first four slots for AFS clients); Head Start and a

local bus company provide transportation; a local foundation provides cribs and high chairs; and local businesses, churches, and organizations are providing furniture, bookshelves, paint, wallpaper, quilts, cash. A local lumber company is donating materials to build a changing table with high school students building it.

26. **"Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services"**
State Senator Charles Bruner, Iowa
Contact:
IEL (202) 822-8405
1001 Connecticut Avenue NW, Suite 310
Washington, DC 20036-5541
$3 per copy

This excellent report is part of the Education and Human Resources Consortium's Series on Collaboration. The topics covered include developing a basic understanding of collaboration, looking at the problems it is designed to solve, identifying the risks in collaborating, and the problems collaboration will not solve. The report concludes with seven key points to remember and contains a bibliography of further reading.

Other titles in this series include: "New Partnerships: Education's Stake in the Family Support Act of 1988" and "What it Takes: Structuring Interagency Partnerships to Connect Children and Families With Comprehensive Services." These are both available through the above contract at the same cost.

27. **"Tracking the Goal"**
Barbara Allen (503) 657-6958 ex. 2599
Clackamas Community College
19600 South Molalla
Oregon City, OR 97045

This article, which is the result of research carried on as part of a Title III program, documents an identical retention pattern for tracked and general student population.

Documented, as well, is that of all variables studied, students who achieve a 2.00 or better and/or complete eight or more credits are significantly more likely to re-enroll.

The connection or bond that the student makes with the institution, as well as the presence of an educational goal, is vital.

28. **Transitions to Success**
Kate Berry (503) 747-4501 ex. 2353
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

This program networks with a wide variety of community agencies as an outreach effort. Once in the program, students gain information which will allow them to make good career decisions. Participants are again networked with employers, training programs, and other resources at the completion of their programs.

29. **Yamhill County Cooperative Learning Center**
Verna VanCalcar (503) 472-7942
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

In a collaborative effort Chemeketa Community College, the Yamhill Education Service District (ESD), Yamhill County School Districts (YCSD), Youth Services Team (YST), the Region 3 Regional Cooperative Vocational-Technical Steering Committee, the Yamhill District Office of the Mid-Willamette Jobs Council (MWJC), Adult and Family Services, McMinnville Branch (AFS), Newberg Human Resources, the Yamhill Community Action Program (YCAP), and the Employment Division, McMinnville office, offer educational and supportive services at the Yamhill County Skills Center in McMinnville.

The over-arching goal of the Yamhill County Skills Center is to develop the capacity within the high schools in the county, the community college, and local agencies to contribute to creating a world-class workforce over the next decade. The primary means of accomplishing this goal include: 1) active recruitment and preparation of disadvantaged, minority, women, chronically unemployed and underemployed, displaced, dislocated, and other at-risk youth and adults; 2) efforts to measurably increase the knowledge and skills of Yamhill County workers; 3) efforts to increase enrollment in secondary, postsecondary, and apprenticeship programs, in those careers leading to a family-wage (self-sufficiency); 4) involvement of business, industry, and labor in program development and implementation; and 5) coordination of activities and resources with economic development planners, Job Training Partnership Act (JTPA), private vocational schools, welfare, and other service providers.

Components of the center include: academic assessment, vocational aptitude assessment, targeted course work that focuses on workplace basics and is competency based, linkage with agencies to provide available resources for supportive services such as counseling (personal and career), assistance with transportation and child care cost, and transitional services (from other programs to the Center; from the Center to other training or employment opportunities).

30. **Welding Assessment for Limited English Proficient Students**
Mark Terpin (503) 399-5213
Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

This is a 30-hour program of welding instruction, welding lab participation, and Pre-Vocational/Vocational English as a Second Language as support.

The program assesses student's interest, ability, and aptitude for welding. It is funded through a contract with the YWCA and agreements with OHDC and Jobs Council. Students who demonstrate success may enroll in a certificate program.

31. **The Women's Program**

Kate Berry
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

(503) 747-4501 ex. 2353

The Women's Program assists Lane Community College in providing an environment of sex equity in which students can pursue their educational goals free from sex role stereotyping and gender discrimination. Components of the program include:

- The Women's Awareness Center: serves as one entry point to the college because of the numerous phone and drop-in inquiries received; provides students and staff with information, support, advocacy; resource materials and referral within the college and the community.

- Transitions to Success: described previously.

- Some other activities of the program are: advising on the inclusion of women in the curriculum; organizing workshops, lectures, and events; mediating sexual harassment and discrimination complaints.

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